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ABSTRACT

The Illinois Quality School Index (IQSI) is a school survey designed to assist local school personnel in planning for more effective schools. The IQSI provides a structure to determine the existing quality and the expected quality of the school as viewed by administration, staff, parents, and community. This manual is a detailed guide for using the IQSI. It overviews the IQSI process by describing outcomes, characteristics of effective schools, administrative decisions, scope of use, IQSI coordinator, IQSI committee, survey instruments, interpretation of results, follow-up strategies, and community awareness. An outline format summarizes the steps, activities, and key points of the overall process. Survey instruments for the eight effective school characteristics (leadership, mission, expectations, time on task, monitoring, basic skills, climate, and parent/community participation) are given for reproduction. Appendices cover: committee selection strategies; instructions for manually computing results; priority identification instructions; public relations examples; materials for meetings; and a program plan outline. (BS)

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MANUAL AND INSTRUMENTS

Department of Regional Services
Program Planning and Development Section
1984

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State Board of Education

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State Superintendent of Education

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I. INTRODUCTION

Recent task force studies and reports have raised public awareness for the value of a good education. Educators must take advantage of heightened local interest to implement school improvements where most needed and feasible. A school, no matter how apparently successful, can always improve. The late Ronald Edmonds, a recognized leader in the effective schooling movement, made these three statements:

> We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us.
>
> We already know more than we need to, to do just [that].
>
> Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

To overcome the shortcomings of the educational system, school personnel must recognize the need for and be committed to changes and improvements. School improvements start with an assessment of the present situation. The Illinois Quality Schools Index (IQSI) provides local school district personnel with a structure to determine the existing quality and the expected quality of the school as viewed by administration, staff, students, parents, and community.

The Illinois Quality Schools Index (IQSI) does not attempt to draw conclusions about educational quality. Through the IQSI process, people start asking questions about and participating in school improvement efforts.

> The IQSI process defines quality schooling as the agreement between what the school offers and what the staff, students, and community value.

Regardless of how quality is determined, school district administration and personnel can make a conscious effort to improve educational methods and programs. The Illinois Quality Schools Index is the first phase in planning for more effective schooling. Schools review characteristics of quality schools, analyze priorities, and develop a plan for providing training to address those priorities.

II. ILLINOIS QUALITY SCHOOLS INDEX — OVERVIEW

Description of the IQSI Process

The Illinois State Board of Education offers the Illinois Quality Schools Index (IQSI) for local school districts as an appropriate beginning in a continuous process for developing and maintaining quality schooling. The IQSI is designed to provoke discussion and action within a school building or school district about various characteristics shown to be common to effective schools. Through a *five-step, three-meeting* schedule of activities, a coordinator and a committee of school district personnel, students, parents, and community members complete the survey instruments, review the data collection, prioritize the items, and summarize the findings.

> The IQSI is a process for reviewing the current quality of a school building or district as a basis for planning improvements.

The Illinois Quality Schools Index has been developed through careful review of the literature. Although the definitions of school effectiveness varied, an agreement of selected characteristics resulted from the effective schools studies. The Illinois Quality Schools Index centers on eight characteristics of effective schools, commonly identified in educational literature and research. The IQSI instruments contain descriptions of these eight characteristics with fifteen to thirty documented indicators for each characteristic.

The IQSI Characteristics of Effective Schools

Leadership
Mission
Expectations
Time on Task
Monitoring
Basic Skills
Climate
Parent/Community Participation

A school can use this approach to point out activities and attributes of quality education in a building or a district. The IQSI contains scales to determine the existing and preferred conditions in the school as perceived by the respondents.

> A school/district using the instruments and supporting process can determine the perceptions of school staff, students, and community on:
>
> - a school's *demonstration* of a characteristic and
> - the *importance* of each characteristic to quality schooling.

An analysis of the data shows the areas of quality schooling which need improvement. The results from the instruments also reflect areas where the school is performing above or below the committee's expectation. *Graphic printouts for easier interpretation of the results are provided through data processing by the Illinois State Board of Education.*

Outcomes of the IQSI Process

Through the IQSI, a committee identifies indicators of effective schooling that presently exist in the school system, that need attention by school personnel, that are working effectively, and that are important to quality schools. School personnel can use the results to establish priorities and to plan effective schooling practices. The package offers schools a place to start and emphasizes both the practical and the ideal.

In using the IQSI, a school/district can:

- begin phase one of effective schools planning;
- participate in a group process approach to educational planning;
- define good schooling practices for possible application in the school;
- determine the current demonstration of quality as perceived by school personnel and community;
- discover indicators of quality most highly valued by staff and community;
- analyze the difference between the perceived demonstration and the relative importance of a characteristic;
- learn specific activities and conditions that characterize effective schools; and
- identify staff training needs for planning inservice activities.

Interest in the school generated by the IQSI increases the effectiveness of the process and the possibility of improvements and changes based on the IQSI results. The results of the IQSI process call attention to the positive experiences currently taking place in the school. The community may be involved actively in the IQSI as committee members. Other community members may increase their awareness of the school through reading or hearing about the process from press releases, public announcements or meetings, conversation, or other means.

Characteristics of Effective Schools

The terms used in describing effective schools are often ambiguous, abstract, and difficult to define. School improvement, school effectiveness, quality [of] schooling, teacher effectiveness, and principal effectiveness are interrelated and, in some cases, overlapping and interchangeable. Quality schooling is the umbrella term for general developmental efforts and includes planning efforts, such as the IQSI process.

The Program Planning and Development Section of the Illinois State Board of Education reviewed the effective schools literature.* The research varies on the number of factors which contribute to effective schools. The IQSI instruments are based on eight general characteristics most frequently mentioned in the studies and literature.

Much of the research which focuses on the elementary level, inner city, and urban school needs further testing for generalizable application to other school settings. However, the pilot test of the IQSI showed that the characteristics, indicators, and the process for reviewing them are useful to the junior high and high school levels as well. The descriptions of terms given in this manual are operational definitions for use in this process. For better understanding in using the IQSI, local district administrators, the coordinator, and/or the committee should spend time on discussion and interpretation of these terms for any or all eight characteristics of the IQSI instruments and indicators.

*A bibliography of these resources is available by request to Program Planning and Development, Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777.

One note of caution: presence of certain characteristics is no assurance that the school is effective. Continuous monitoring of school characteristics and student achievement provides the final evidence of a quality school. The research is merely a guidebook on what works in schools; it is not an automatic key to success.

To avoid confusion in the interpretation of terms, the following descriptions can be used for discussion and may be modified, if necessary, for clearer understanding in a particular local setting.

Leadership

Few things in school just happen. A person or a group of people plan and cause things to happen. Usually this is an energetic, creative person with a dynamic, almost charismatic personality. A leader sees a need, assumes responsibility, and takes action. A leader decides what tasks need to be done and how to do them. Then a leader organizes the work, directs it, and inspires others to help. Leadership in a quality school can come from any one or a team of staff members and/or an interested parent.

Mission

A quality school has a sense of mission. It sets its own educational goals which become the focus of the instructional program. Periodically student performance is measured against curriculum objectives to determine if students are learning. The community, the school staff, and students all generally understand what the school is trying to do because its mission and goals are clearly stated and visible. They all believe the goals can be reached and work together to reach these goals.

Expectations

In a quality school, both staff and students are expected to do their best work in everything they do. This affects the learning climate of the school. Teachers have confidence in their ability to teach and in the students' ability to learn. When high expectations are evident, all members of the school system know what is expected of them. Administrators know what parents, teachers, and students expect them to do. Teachers know what they are expected to teach. Students know what they are expected to learn. Parents know what is expected of them and their children.

Time on Task

The phrase *time on task* describes times during the school day when teachers and students are busy in successful teaching and learning activities. Time that can be used for academic learning is cut down by noninstructional activities such as making announcements, collecting lunch money, taking attendance, taking part in recess, study hall, and nonacademic classes. Spending more time on teaching and learning raises the likelihood that students will learn.

Monitoring

Monitoring means observing and checking student progress. In quality schools, monitoring occurs often to make sure students are learning what is being taught. Teachers monitor by observing student behavior, calling on students in class, sending students to the chalkboard, giving tests, checking homework, and other evaluative activities. Parents monitor by overseeing homework, checking test scores, asking their children about school, and talking often with teachers. Monitoring is most meaningful and relevant when it occurs frequently and provides immediate feedback. In this way, teachers, students, and parents know whether or not students are reaching educational goals.

Basic Skills

Recent social and technological trends have made it necessary for the traditional concept of basic skills to include more than the familiar three R's. The basic curriculum needs to expand to include language arts (particularly reading), mathematics, written and oral communication, social studies, science, and computer science. These are the framework for training students in higher level skills of comprehension, cognition, and creativity. Therefore, teaching basic skills means preparing students to be lifetime learners.

Climate

The environment that the school creates for learning is called climate. Climate includes factors which influence how people relate to each other and how they get their work done. It also includes physical facilities, such as buildings and work surroundings. The climate of the school in which students succeed provides a structured learning environment with a strong emphasis on achievement. Decision making is clear and consistent. People know what is expected of them and perform their duties. In general, the atmosphere of the quality school reflects cooperation, trust, positiveness, and orderliness.

Parent/Community Participation

Parents and community members are the foundation of quality schools. Their active participation in the school's operation and in students' learning is shown by their efforts to establish a positive home environment, to keep informed about and involved in school goals and programs and to be supportive of the schools. Parents and the community have high expectations for administrators, staff, and students. They realize that education will be more meaningful if everyone cares about, and works together for, the students.

Outline of the IQSI Process

In three meetings and five sequential steps, a school or district can complete the IQSI process, develop an awareness for effective schooling practices, and make necessary preparations for implementing these practices. The simplicity (five steps) and timelines (two to six weeks completion) of the process encourage more opportunity for volunteer participation and more immediate satisfaction in realizing results. The process includes the steps and activities listed below and on the flowchart on the next page. Section III of the manual provides detailed descriptions of the activities involved in each step.

STEP ONE: Organizing the Process

Activity 1: Organize the IQSI Committee
Activity 2: Develop Calendar of Events
Activity 3: Plan First Meeting
Activity 4: Publicize the Process

STEP TWO: Gathering Information (Meeting One)

Activity 1: Conduct Committee Meeting
Activity 2: Administer the Instruments

STEP THREE: Analyzing Results (Meeting Two)

Activity 1: Interpret Data
Activity 2: Rate Priority Items

STEP FOUR: Reporting Results (Meeting Three)

Activity 1: Report Results/Priority Items from IQSI Process
Activity 2: Review Strategies for Addressing Priorities
Activity 3: Disseminate Information to the Public

STEP FIVE: Developing and Implementing Strategies

Activity 1: Develop Plan for Addressing Priorities
Activity 2: Implement the Plan
Activity 3: Evaluate Implementation of Plan

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STEP 1
Organizing the Process

STEP 2
Gathering Information
(Meeting One)

STEP 3
Analyzing Results
(Meeting Two)

STEP 4
Reporting Results
(Meeting Three)

STEP 5
Developing and
Implementing
Strategies

Administrative Decisions

School administrators should consider several key questions before beginning the basic IQSI process in a building or district.

Which *characteristics* are most relevant for our school/district to survey?

- Leadership
- Mission
- Expectations
- Time on Task
- Monitoring
- Basic Skills
- Climate
- Parent/Community Participation

What is the *level of participation?*

- Grade level
- Department level
- Building level
- District level

What is the *desired outcome?*

- Program development
- Teacher improvement
- Improved student achievement
- Policy development
- Communication

What *constituencies* will support this effort?

- Local board of education
- Instructional staff
- Community members
- Administrators
- Other

What *commitment* are these constituents willing to make?

- Public appearances
- Funding
- Committee participation
- Follow-up activities
- Other

Who should serve as *IQSI Coordinator?*

- Internal staff
- Administration
- Outside consultant
- Co-coordinators

Who should serve on the *IQSI Committee?*

- Local board members
- Administrators
- Teachers
- Students
- Parents
- Community members
- Others

What activities need *timelines?*

- Planning
- Meeting One
- Meeting Two
- Meeting Three
- Follow-up

What *public relations* strategies are appropriate for our school and community?

- Press releases
- Publications
- Public service announcements
- Personal interviews
- Other

Scope of Use

The IQSI process allows flexibility for adapting the process to the local school district and increasing the school and community acceptance of the results. A school may concentrate on a single characteristic of effective schools, use all characteristics of the Index, or supplement the instruments with additional indicators. The target audience for the process ranges from a specific grade level or building to a community-wide effort. However, an *attendance center* should be considered the largest demographic unit for the most effective results.

In its narrowest application, the IQSI process may involve a single instrument (characteristic) completed by one grade level, e.g., fifth grade teachers. Broad use of the process may involve a complete district staff and a community sampling with all eight instruments (characteristics). A manageable approach to the process treats *no more than five characteristics* and involves representation across all grade levels *within a single attendance center*.

A school/district may decide to review the eight characteristics over a one- or two-year period, studying the highest concerns first. The IQSI process may be repeated several times in a district involving different characteristics, buildings, or committee members.

Members of one or more of the following groups can be represented in the process depending on the diversity of responses desired.

- District staff
- Building staff
- Grade-level staff
- Departmental staff
- Administrative personnel
- Local school board members
- Advisory board members
- Student body or student group
- Parents
- Community members
- Auxiliary school staff

The use of more groups increases the complexity of the process, yet provides a more comprehensive profile of education in the building or district. When using all eight characteristics with several audiences, the committee can keep the data manageable by looking only at the large discrepancies in the data analysis.

Adding indicators to the instruments is another option of the process. School staff, administrators, students, or committee members may recommend, and get committee approval for, additional statements which can be typed on the original instrument, assigned a sequential number, and processed along with the other items.

IQSI Coordinator

A coordinator is a key component in managing the IQSI program process. The coordinator may be from the district staff (e.g., superintendent, assistant superintendent, building principal, teacher) or from a local community group. The following guidelines may be useful when considering potential candidates and their capabilities for leading the process.

Qualifications:

- Willingness to learn the details of the IQSI model;
- Ability to work well with and motivate people;
- Knowledge of the school setting;
- Skills in planning, organization, and coordination;
- Skill in leading small groups;
- Ample time to devote to the process;
- Demonstrated concern for the school through prior active involvement.

Responsibilities:

- Coordinate the IQSI activities;
- Act as a facilitator at IQSI meetings;
- Provide adequate information sharing within the district and community;
- Arrange for Illinois State Board of Education services and involvement;
- Promote activities for implementing the IQSI results.

The checklists of specific activities for the coordinator and other materials in Appendix E provide additional information about the coordinator's role in the process.

IQSI Committee

The IQSI process involves a committee in completing the surveys, interpreting the results, and suggesting improvements. Because of their contribution to the process, committee members must be chosen carefully to include individuals who care about the school and who represent the various constituencies in the community. The size of the IQSI committee may vary at the district's discretion, based on the need to ensure a working group. *The suggested size of the committee is 40 to 45 people* to allow for at least 20 respondents per scale (Scale A and Scale B). In a large building, the selection strategies described in Appendix A may aid in determining committee membership.

Basically, committee members perform the following functions:

- Develop a commitment to the process and procedures of the IQSI;
- Discuss the IQSI characteristics and indicators;
- Complete surveys on their perceptions of the current school situation and the value of school characteristics;
- Analyze data from the surveys to determine school improvement needs;
- Identify specific priorities for the district superintendent, local board of education, curriculum committee, or other appropriate groups;
- Review tentative strategies for addressing priorities.

Individuals on the committee vary depending on the scope of the IQSI. At the building level, the committee may include administrators and representatives from each department or also support staff, such as custodians, secretaries, cafeteria workers, and others. In a small building all staff may participate. If the decision is made to focus the IQSI district-wide, the representation should be proportional from all buildings and central administration.

The composition of the IQSI committee means the difference between guessing and knowing what all constituencies believe to be the educational problems in the district. A truly representative committee allows a variety of voices to be heard and increases community involvement in improving the educational system. Participation by different constituencies increases the probability that the results of the process will receive community support.

Explanation of the Instruments

The IQSI process consists of an instrument for each of eight characteristics of effective schools. As the sample on the next page illustrates, each instrument contains a description of the characteristic and fifteen to thirty indicators of that characteristic for respondents to assess. Section IV of this manual contains blank instruments for the coordinator to duplicate and use with the committee at Meeting One.

The two rating scales provide various data.

- Scale A rates respondents' perceptions on whether the school or district is *demonstrating* the characteristic and indicators, ranging from an undecided category (0) followed by a scale of none (1) to very great (6).
- Scale B indicates respondents' perceptions on the *importance* of the characteristic and indicators to quality schooling, ranging from none (1) to very great (6).

Subtracting the mean (average) responses of Scale A from Scale B identifies the discrepancy between "what is" (perceived demonstration) and "what should be" (perceived importance).

When administering the instruments, the coordinator arranges committee members in groups according to the constituency they represent (for instance, all teachers together, all parents, all board members, etc.). Within each group, the coordinator assigns Scale A of the instrument to every other person, then Scale B to the others in that group. Those committee members assigned to Scale A complete Scale A only and leave Scale B blank. Committee members assigned to Scale B complete that scale and leave Scale A blank.

The coordinator should explain that this procedure for administering the instruments is necessary to obtain a true picture of the difference between what the group believes to be the *real* school situation (Scale A) and what the group believes the *ideal* situation to be (Scale B). Individuals filling out both scales would tend to artificially inflate or decrease the real differences. In addition, the number of respondents should be at least 20 per scale to eliminate the bias of extreme scores. Other suggestions for administering the instruments are included in Appendix E.

The instrument also classifies respondents according to their affiliation to the school or district. Respondents mark the appropriate box in the upper right hand corner as board member, administrator, teacher, student, parent, community member (non-parent), or other. A district can use this information, on an optional basis, to compare group responses.

If the coordinator plans to use the data processing services of the Illinois State Board of Education, the boxes for County-District in the upper right corner must be completed. These numbers are a unique identification for each school district in the State of Illinois.

At Meeting Two, the committee uses Scale C on the Priority Identification Sheet to further limit the indicators to a specified number of priorities (usually ten). Prior to the meeting, the coordinator lists the 25 to 30 indicators (and their code numbers) which had the highest mean difference on Scale A and Scale B in the appropriate blanks on the form. These 25 indicators are provided by data processing at the Illinois State Board of Education office or by manual computation. A Priority Identification Sheet and further instructions are included in Appendix C.

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(Scales A and B)

County ___ District ___

Name of School or District

Address City Zip

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:
EXPECTATIONS

In a quality school, both staff and students are expected to do their best work in everything they do. This affects the learning climate of the school. Teachers have confidence in their ability to teach and in the students' ability to learn. When high expectations are evident, all members of the school system know what is expected of them. Administrators know what parents, teachers, and students expect them to do. Teachers know what they are expected to teach. Students know what they are expected to learn. Parents know what is expected of them and their children.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

School personnel demonstrate their expectations by:

CODE	ITEMS	A: UNDECIDED	A: NONE	A: VERY LITTLE	A: LITTLE	A: SOME	A: CONSIDERABLE	A: VERY GREAT	B: NONE	B: VERY LITTLE	B: LITTLE	B: SOME	B: CONSIDERABLE	B: VERY GREAT
0301	Believing that students will do their best work.	0	1	2	3	4	5	6	1	2	3	4	5	6
0302	Helping students to develop their abilities to their highest potential.	0	1	2	3	4	5	6	1	2	3	4	5	6
0303	Believing that students can succeed.	0	1	2	3	4	5	6	1	2	3	4	5	6
0304	Seeking opportunities to praise all students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0305	Letting students and parents know that high achievement is expected of students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0306	Stressing the importance of educational achievement to parents and students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0307	Requiring students to behave.	0	1	2	3	4	5	6	1	2	3	4	5	6
0308	Encouraging parents to support the educational process at home and at school.	0	1	2	3	4	5	6	1	2	3	4	5	6
0309	Praising low-achieving students as much and as often as high-achieving students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0310	Rewarding good student work through recognition.	0	1	2	3	4	5	6	1	2	3	4	5	6
0311	Featuring student accomplishments in the school or community newspaper.	0	1	2	3	4	5	6	1	2	3	4	5	6
0312	Trying new teaching methods and materials when students are not learning.	0	1	2	3	4	5	6	1	2	3	4	5	6
0313	Performing all tasks to the best of their professional abilities.	0	1	2	3	4	5	6	1	2	3	4	5	6
0314	Providing growth opportunities for each other.	0	1	2	3	4	5	6	1	2	3	4	5	6
0315	Seeking opportunities to increase professional knowledge and skill.	0	1	2	3	4	5	6	1	2	3	4	5	6

Interpretation of Results

The graphs discussed in this section are provided through data processing at the Illinois State Board of Education. For instructions on scoring the instruments manually and interpreting data without graphs, refer to Appendix B.

> Interpreting the results of the IQSI involves a twofold purpose:
>
> 1) To identify those indicators of effective schools which the IQSI committee perceives as currently emphasized in the school, and
>
> 2) To identify those indicators of effective schools which the IQSI committee perceives as needing more emphasis in the school.

To complete this activity, the coordinator provides to each committee member a copy of:

- A *line graph* (Figure 1) of two sets of scales: Scale A indicating the average ratings of all respondents on Scale A of the instrument (the school's demonstration of the item) and Scale B representing the average ratings of all respondents on Scale B of the instrument (the importance of this item);
- A *bar graph* (Figure 2) showing the average differences between how the survey group rated the extent to which their school demonstrates each item on the index (Scale A) and how they rated the importance of the item to quality schooling (Scale B);
- The *IQSI instrument* for each characteristic used (Section IV) as a reference to the wording of the various indicators;
- The *priority identification sheet* (Appendix C) listing the 25 items with the greatest difference between demonstration and importance.

The committee reviews the indicators of each characteristic separately to arrive at a final list of 25 indicators from all the possible characteristics studied. The committee studies:

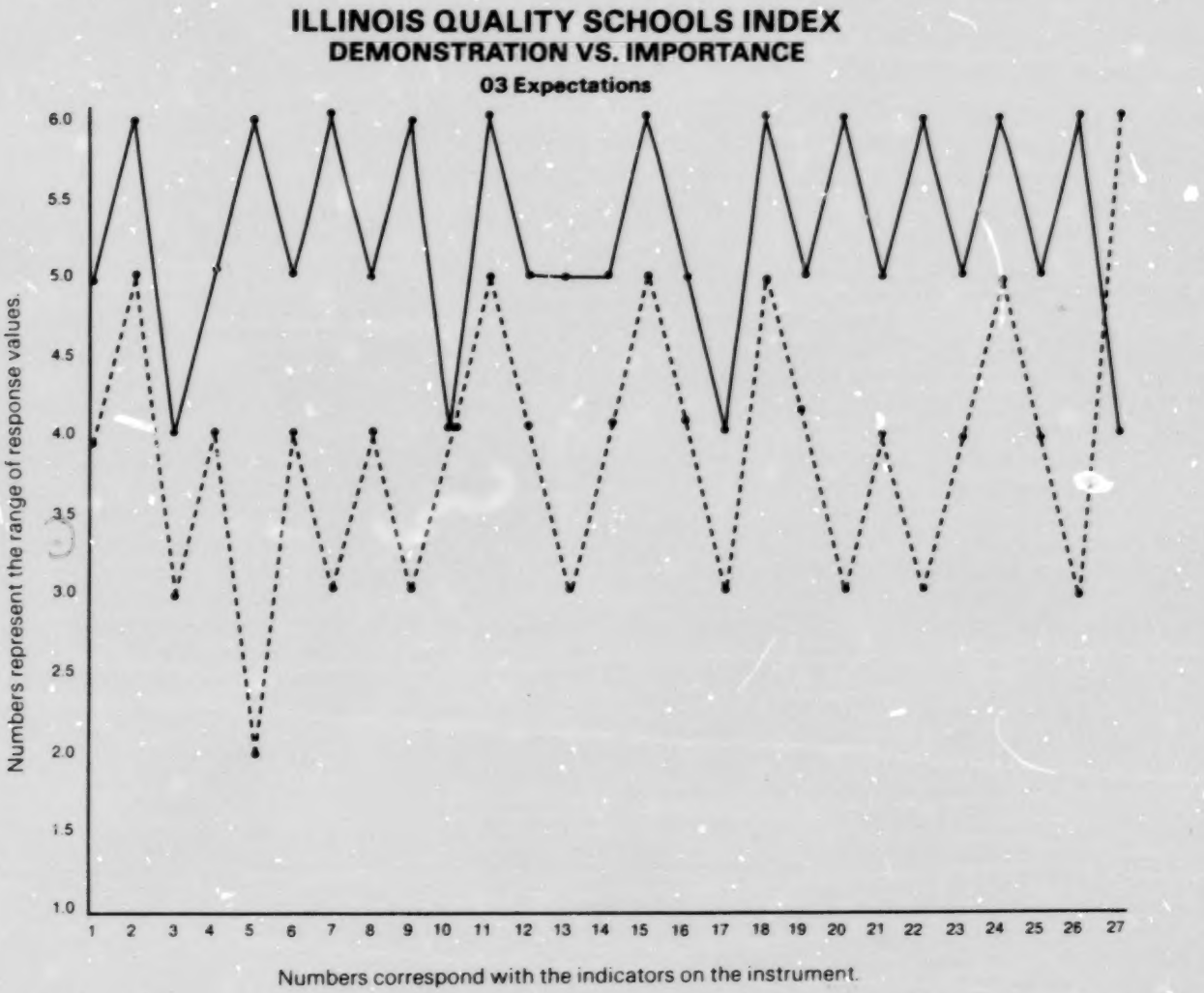
- *Scale A on the line graph to determine the demonstration* of an item in the school. For example, if the average response for an item is 6, the demonstration is "very great." If the average response is 3, the demonstration is "little." The committee looks at the relative position of each indicator on Scale A in comparison to positions of Scale B responses. Although the undecided, or zero (0), category is not figured in the averaging, the committee reviews the number of zeros and their frequency in each item. Too many zeros may indicate that respondents do not know what is going on in the school and areas in need of attention may be left out.
- *Scale B on the line graph to determine the importance* of an indicator to the school. For example, an average response of 6 denotes "very great" importance. An average response of 3 refers to "little" importance of that item. The committee concentrates their interest on those items with higher levels of importance. An item that has an especially high level of importance (Scale B) and low level of demonstration (Scale A) should receive particular attention as an area in most need of improvement.
- *The bar graph to compare the perceived differences between importance and demonstration* of the various items. The greater the difference, the greater the need for attention. An item with a mean difference of zero indicates a school's demonstration of that item at an appropriate level of effort. The *congruence* of the two scales is represented by the extent to which Scale A and Scale B are alike. If the Scale A (demonstration) rating is lower than the Scale B (importance) rating on an item, a bar extends

above the zero (0) line, a plus score. The school is demonstrating this indicator at a less than appropriate level for the importance given that item. If the Scale A rating is higher than the Scale B rating, a bar extends below the zero (0) line for a minus score. In that instance, the school is demonstrating a level of effort greater than the value given by the respondents.

- *The priority identification sheet to review the list of 25 indicators with the highest mean difference.* The committee may want to remove or add items to the initial 25 as a result of general discussion and majority rule of the committee. After the discussion, committee members use the sheet to rate the top 25 items ranging in importance from "none" (0) to "very great" (5).

Between the second and third meetings, the coordinator sends the Scale C ratings to the Illinois State Board of Education for data processing or manually computes the average committee rating, as explained in Appendix C. These data are reported to the committee for final discussion, selection, and planning at Meeting Three.

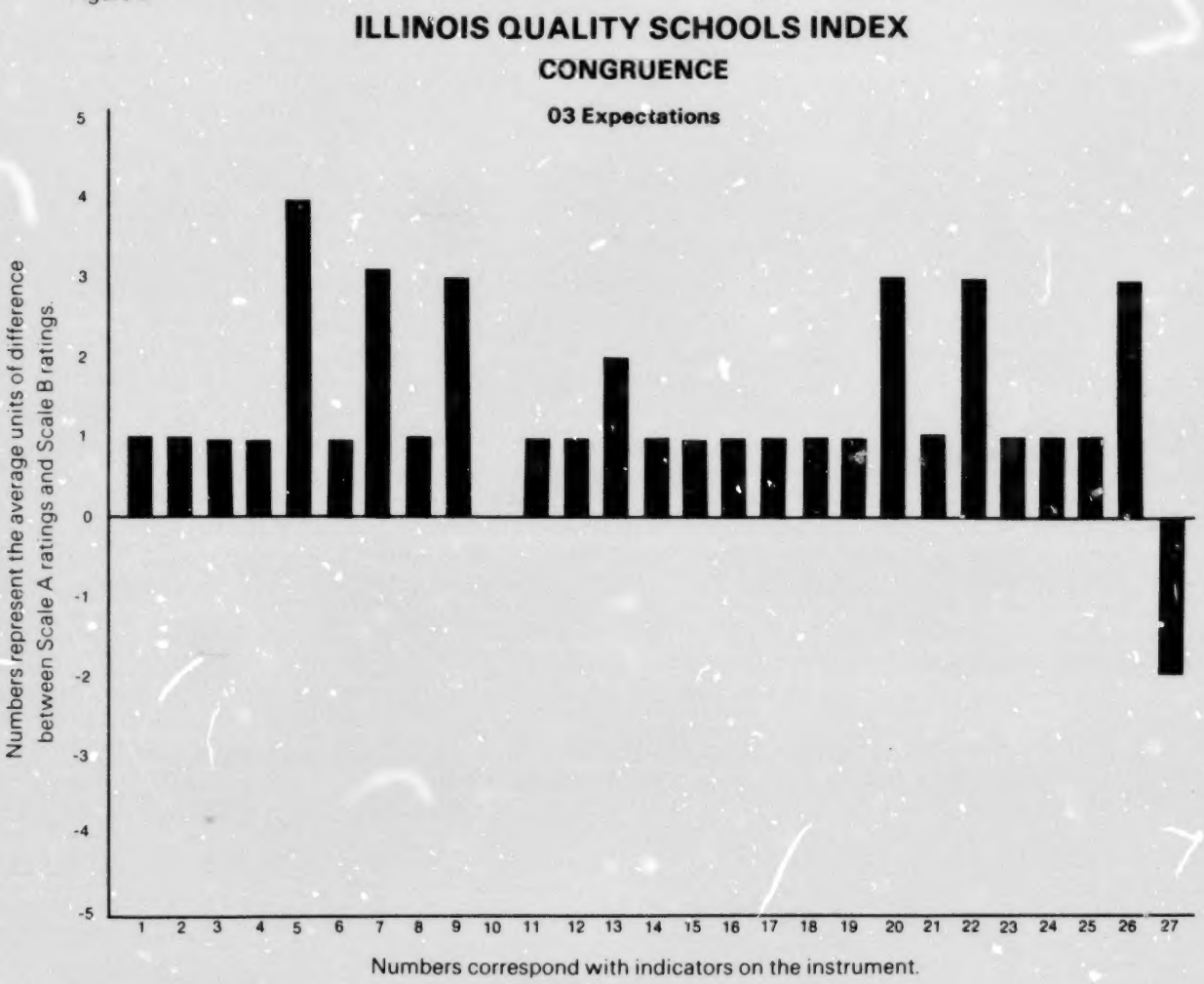
Figure 1



----- Scale A indicates the average ratings of all respondents on Scale A of the instrument (the school's demonstration of the item).

——— Scale B represents the average ratings of all respondents on Scale B of the instrument (the importance of this item).

Figure 2



Base line zero (0) indicates perfect agreement between Scale A (demonstration) and Scale B (importance).

Follow-up Strategies

The results of the IQSI provide a basis for planning school improvements. At its second meeting, the committee negotiates the top 25 to 30 most important items and prioritizes them using Scale C. These items are the focus for the school's improvement effort.

A third meeting of the IQSI committee is intended for discussion about the IQSI-identified priorities and possible strategies for addressing them. An administrator or other appropriate person comments on the results of the IQSI, asks the committee's opinions on why these indicators received a high rating, suggests possible activities for changing and improving the present situation, and hears committee members' reactions. The third meeting concludes the committee's involvement in the IQSI process.

When school improvement activities are underway and periodically reviewed, the IQSI process is considered complete. Changes based on the IQSI-identified priorities may result from staff development, board policy, teaching methods or conditions, or other activities. Changes may occur in an existing program or may necessitate a new program. The IQSI committee, an existing school advisory committee, or a group formed specifically for this

purpose may assist in planning the changes. The district decides an appropriate agenda for addressing the priorities that fit their fiscal and policy needs. An example of a program plan outlining a goal, objectives, and activities to address an IQSI indicator is included in Appendix F.

After the IQSI committee has completed its work of prioritizing the indicators, school personnel can *act on the IQSI priorities* in several ways.

- If the mean difference between Scale A (demonstration) and Scale B (importance) is very slight (the school is performing at desired levels on most indicators) and if student achievement is at high levels in that school, school personnel can:
  - maintain current programs (the committee has validated that it is meeting its own standards), or
  - raise the standards and continue working on the same characteristics.
- If the mean difference between Scale A (demonstration) and Scale B (importance) is large (the school is performing at less than desired levels on many indicators) and if student achievement is not meeting defined standards, school personnel can develop new goals, objectives, and activities to implement programs based on selected indicators.
- If the mean difference between Scale A (demonstration) and Scale B (importance) is minimal, yet student achievement is not meeting defined standards, school personnel must decide which characteristics are most important in addition to, or instead of, those reviewed through the IQSI.
- If the mean difference between Scale A (demonstration) and Scale B (importance) is very large, yet student achievement is meeting defined standards, school personnel should review standards. Committee members may regard the standards as too low or emphasized inappropriately. However, the committee may also agree with current emphasis, but feel that the indicators reviewed through the IQSI have merit of their own. In that case, school personnel may wish to develop new objectives including selected indicators prioritized through the IQSI process.

Various situations may arise in addition to these. In any case, new program activities should be validated for their overall contribution to school improvement.

In some instances, school personnel may wish to develop *policies, goals, objectives,* and *activities* to disseminate to all staff or to use in staff development programs. In other instances, school personnel may wish to investigate an area more thoroughly prior to developing new programs, curriculum, or teaching procedures. For this task, school personnel should collect base line student achievement data prior to implementing teacher training, new methods, processes, behaviors, or attitudes. The base line (current achievement levels) will provide data to validate the effectiveness of the new activities being implemented. Some schools may establish standards or expectancy levels for student achievement as a barometer in measuring progress toward quality education.

Community Awareness

The use of the IQSI in a school presents an opportunity to make the community aware of the process, the results, and the strategies for improving the quality of education in the district. Districts which regularly communicate with the media need only to add information about the IQSI to their regular public relations activities. For districts with less experience, the IQSI offers a good beginning for developing community awareness.

School personnel can promote the good things that are happening in the school as identified by the IQSI. They do not need to point out or apologize for any areas in need of improvement. They can publicize the changes in the current situation planned in Step 4 of the IQSI process and emphasize the community's participation in planning improvements.

The following public relations activities may be helpful in informing constituents about the IQSI and raising community awareness about the school. Sample press releases and a public service announcement appear in Appendix D.

- *Press releases* issued periodically throughout the process—at the beginning, after each meeting, at the end of the total process, or as desired
- *Public service announcements* (PSA) promoting the quality aspects of the school
- *Article(s)* in parent correspondence, school newsletter, internal newsletter, school newspaper, or other publications
- *Recorded messages* on the school's telephone answering machine (if available in the district)
- *Telephone chain* among interested parents, staff, and others
- *Bulletin board* and/or school marquee announcements about the meetings and results of the process
- *Recognition* of the committee's work at some school meeting or event
- Student-designed *posters* illustrating the effective schools characteristics evident in the school
- Student *themes* on "Why I Think My School Is a Quality School" published in the local newspaper

A strategically planned public relations campaign for the IOSI increases the workload of the coordinator, the committee, administrator, or whomever undertakes the task. However, the pay-off to the district through positive feedback, increased interest and pride in the school, and high morale makes the effort worthwhile.

III. STEPS OF THE IQSI PROCESS

This section is designed as a guide to the IQSI process. This outline format summarizes the steps, activities, and key points to the overall process. Section II of the manual provided an overview of the process and is cross-referenced to page numbers in the left-hand column of this outline.

STEP 1: ORGANIZING THE IQSI PROCESS

The IQSI process begins with the typical, yet necessary, organizational matters. *This step establishes a structure to coordinate the IQSI process* in the building or district and describes those activities that occur before the IQSI participants settle into the actual data collection and analysis.

PAGE REF.	ACTIVITY	DESCRIPTION
10 47	Organize the IQSI committee	Committee members represent various constituencies. The IQSI Committee may be an already-in-place district advisory group or an all new assembly. The *number of committee members should be at least 40* for more comprehensive responses on the instruments.
6 8	Develop calendar of events	The coordinator schedules *three meeting dates* allowing sufficient time for data processing of the instruments between meetings. For ISBE data processing, a two-week minimal timeline is anticipated. Manual scoring at the local level may require only a few days. A final deadline for reporting results to the local board and community may also be considered.
60 61 64	Plan first meeting	To prepare for the meeting, the coordinator: • contacts participants; • makes facility arrangements; • prepares an agenda, copies of the instruments for the characteristics to be assessed, other materials and activities; • adapts the examples in Appendix E to local use.
8 16 57-59	Publicize the process	Publicity of the process at various stages increases participation in the process at the beginning and acceptance and implementation of the new program activities at the close of the process (informed clients = receptive clients). The coordinator or district's public relations person should plan a *variety of activities for community and staff awareness*. Sample press releases and a public service announcement appear in Appendix D.

STEP 2: GATHERING INFORMATION (MEETING ONE)

Step 2 represents the first meeting of the IQSI committee to get acquainted with each other, the IQSI purpose and process, and their responsibilities. *Careful explanation and administration of the instruments to the committee is crucial in this step.* A good orientation to the process affirms effective participation by committee members.

PAGE REF.	ACTIVITY	DESCRIPTION
3 6 10 61 63 64	Conduct committee meeting	The coordinator convenes a meeting with the committee members to: • get them acquainted with each other and with the purpose and structure of the IQSI process; • explain how the outcome of the process will improve education in the district; • discuss timelines for completing the process and adopting improvement strategies; • outline their role/responsibility in the process; • determine the number of characteristics to be studied (unless decided by administration).
11 25-41 64	Administer the instruments	The coordinator and committee members: • read over the descriptions and indicators on the instruments; • discuss any questions or comments about the instruments, the characteristics, or the indicators; • add indicators to the original list, if the committee agrees; • change any words or phrases suggested by group consensus, if needed; • complete the instruments, assigning an equal number of job-alike respondents to Scale A and Scale B.

NOTE: Tabulating the responses from Scales A and B, either manually or by computer, requires variable time lapse. A summary of the results and determination of average responses for each item on the instrument are calculated between Steps 2 and 3 (Meetings One and Two). The coordinator:

- sorts the instruments by characteristics for easier tabulation;
- sends the collated surveys to the Illinois State Board of Education (ISBE) office by first class or registered mail or UPS
  OR
  tabulates the data manually by using the instructions and Data Report Form in Appendix B.

STEP 3: ANALYZING RESULTS (MEETING TWO)

At a second committee meeting, members interpret the results and discuss which indicators to address. *Discussion about the items is important in this step* to make sure the survey results actually comply with the committee's opinions. The outcome of this step is the rating of priorities for further action in Step 4.

PAGE REF.	ACTIVITY	DESCRIPTION
13 25-41 51-53 62 65	Interpret data	The coordinator has computed the 25 to 30 indicators with the greatest mean difference on the Priority Identification Sheet (Appendix C). Using this sheet and the data, the coordinator and committee members: • review the graphs (or manually computed data); • refer to the instruments to review items, as necessary; • examine the obvious discrepancies between the perceived demonstration (Scale A) and importance (Scale B) of the indicators; • discuss the items with the highest mean difference.
11 14 51-53	Rate priority items	Using Scale C on the Priority Identification Sheet, the committee rates the 25 to 30 items which remain after discussion.

NOTE: Tabulating the Scale C ratings of the Priority Identification Sheets reveals the items which the committee perceives as most important to quality schooling in their building or district. Between Steps 3 and 4 (Meetings Two and Three), the coordinator:

- computes the Scale C ratings manually by using the instructions and Data Report Form in Appendix C
  OR
  sends the sheets to ISEE for data processing.

STEP 4: REPORTING RESULTS (MEETING THREE)

At Meeting Three, the committee *discusses and selects the final priorities*. Potential administrative strategies for addressing the priorities and a plan for informing the public of the results are also considered in this step.

PAGE REF.	ACTIVITY	DESCRIPTION
15 62 66	Report results/priority items from the IQSI	The coordinator reports the Scale C results. Committee members express their reactions about the items and their opinions on why these indicators received a high rating. *The coordinator should encourage discussion.*
15	Review strategies for addressing priorities	The committee determined the quality school indicators most needed in the school. It is appropriate to involve them in how those indicators will be put into practice. A district administrator, board member, or the IQSI coordinator: • identifies long- and short-range priorities since some strategies can be implemented right away and others will take time; • discusses possible ways to implement improvements; and • seeks suggestions and assistance from the committee.
8 16 57-59	Disseminate information to the public	A variety of publics (board, administrators, teachers, ancillary staff, parents, and community) which have varying degrees of interest in the school should receive information about the IQSI results. Each school determines content and format of the information based on local philosophy, target audience, and availability of printing, duplicating, or graphic services. The public relations campaign is determined at the beginning of the process as part of administrative decisions.

NOTE: This step concludes the IQSI committee's responsibilities.

STEP 5: DEVELOPING AND IMPLEMENTING STRATEGIES

The IQSI process creates a need to begin or renew quality schooling concepts in a classroom, a building, or a district. *Putting the IQSI indicators into practice* and evaluating the effects of those practices on school improvement are the final steps in the IQSI process.

PAGE REF.	ACTIVITY	DESCRIPTION
15 67,68	Develop plan for addressing priorities	A clear understanding of the school's present situation and a sense of the community's needs are important in program development. Therefore, the *priorities of the IQSI provide a good foundation for planning.* As outlined in Appendix F, school personnel can use various planning processes based on: • goals (general, outcome-oriented statements); • objectives (specific, time-measurable statements); and • activities (specific, action-oriented statements).
15 67,68	Implement the plan	Creativity and initiative of various school personnel are necessary in *putting the plan into action.* The plan may involve the whole school or district and be built on through various administrative and teaching levels. Successful operation of the plan depends on: • clearly stated goals, objectives, and activities; • delegating certain activities to responsible and appropriate individuals; and • designating and sticking to specific timelines.
15	Evaluate implementation of plan	Periodic review and modification of the plan *determine whether the new practices have resulted in school improvements.* A simple, practical evaluation approach produces more effective results. Persons involved in the plan's activities should also participate in evaluating those activities. Evaluation may take place over a period of years to allow for gradual changes in attitudes and activities and necessary skill development.

IV. INSTRUMENTS

The instruments for the eight effective schools characteristics of the IQSI appear on the following pages. The coordinator will need to reproduce these pages depending on the number of characteristics to be studied and the number of respondents to be surveyed.

01 Leadership
02 Mission
03 Expectations
04 Time on Task
05 Monitoring
06 Basic Skills
07 Climate
08 Parent/Community Participation

ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County – District

Name of School or District

Address City Zip

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:

LEADERSHIP

Few things in school just happen. A person or a group of people plan and cause things to happen. Usually this is an energetic, creative person with a dynamic, almost charismatic personality. A leader sees a need, assumes responsibility, and takes action. A leader decides what tasks need to be done and how to do them. Then a leader organizes the work, directs it, and inspires others to help. Leadership in a quality school can come from any one or a team of staff members and/or an interested parent.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

School personnel show leadership qualities by:

CODE	ITEMS	UNDECIDED	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT
0101	Having clear understanding of their roles in the administration of the school.	0	1	2	3	4	5	6	1	2	3	4	5	6
0102	Setting up activities which clearly support the school's mission.	0	1	2	3	4	5	6	1	2	3	4	5	6
0103	Enlisting the support of others in reaching school goals.	0	1	2	3	4	5	6	1	2	3	4	5	6
0104	Initiating and supporting new ideas for the school.	0	1	2	3	4	5	6	1	2	3	4	5	6
0105	Giving support, encouragement, and help to others when trying new ideas.	0	1	2	3	4	5	6	1	2	3	4	5	6
0106	Evaluating instructional programs.	0	1	2	3	4	5	6	1	2	3	4	5	6
0107	Involving others when developing or evaluating programs.	0	1	2	3	4	5	6	1	2	3	4	5	6
0108	Keeping the community informed about various school activities.	0	1	2	3	4	5	6	1	2	3	4	5	6
0109	Determining before, during, and after the instructional activity good ways to make it more likely that students will learn.	0	1	2	3	4	5	6	1	2	3	4	5	6
0110	Managing school activities with order and discipline.	0	1	2	3	4	5	6	1	2	3	4	5	6
0111	Taking positive actions to deal with any pressures.	0	1	2	3	4	5	6	1	2	3	4	5	6
0112	Using instructional time wisely.	0	1	2	3	4	5	6	1	2	3	4	5	6
0113	Being forceful and dynamic.	0	1	2	3	4	5	6	1	2	3	4	5	6
0114	Being highly motivated.	0	1	2	3	4	5	6	1	2	3	4	5	6
0115	Motivating and inspiring others.	0	1	2	3	4	5	6	1	2	3	4	5	6
0116	Setting high standards for themselves and others.	0	1	2	3	4	5	6	1	2	3	4	5	6

(Continued next page)

ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County — District

Name of School or District

Address *City* *Zip*

- ☐ Board Member
- ☐ Administrator
- ☐ Teacher
- ☐ Student
- ☐ Parent
- ☐ Community Member (non-parent)
- ☐ Other

CHARACTERISTIC:

LEADERSHIP

Few things in school just happen. A person or a group of people plan and cause things to happen. Usually this is an energetic, creative person with a dynamic, almost charismatic personality. A leader sees a need, assumes responsibility, and takes action. A leader decides what tasks need to be done and how to do them. Then a leader organizes the work, directs it, and inspires others to help. Leadership in a quality school can come from any one or a team of staff members and/or an interested parent.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

School personnel show leadership qualities by:

CODE	ITEMS	A: UNDECIDED	A: NONE	A: VERY LITTLE	A: LITTLE	A: SOME	A: CONSIDERABLE	A: VERY GREAT	B: NONE	B: VERY LITTLE	B: LITTLE	B: SOME	B: CONSIDERABLE	B: VERY GREAT
0117	Finishing tasks that are started.	0	1	2	3	4	5	6	1	2	3	4	5	6
0118	Believing in their own ability and that of others.	0	1	2	3	4	5	6	1	2	3	4	5	6
0119	Taking care of their own and the students' needs.	0	1	2	3	4	5	6	1	2	3	4	5	6
0120	Evaluating each other.	0	1	2	3	4	5	6	1	2	3	4	5	6
0121	Showing concern for self-growth and for the growth of others, both staff and students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0122	Conferring regularly with each other.	0	1	2	3	4	5	6	1	2	3	4	5	6
0123	Talking to parents often.	0	1	2	3	4	5	6	1	2	3	4	5	6
0124	Involving students and parents in relevant decisions.	0	1	2	3	4	5	6	1	2	3	4	5	6
0125	Being ready to help students outside of class time.	0	1	2	3	4	5	6	1	2	3	4	5	6
0126	Giving positive reinforcement for students' achievement and learning.	0	1	2	3	4	5	6	1	2	3	4	5	6
0127	Getting along well with a variety of people.	0	1	2	3	4	5	6	1	2	3	4	5	6
0128	Using resource materials from all available sources.	0	1	2	3	4	5	6	1	2	3	4	5	6
0129	Knowing about the findings of current instructional research.	0	1	2	3	4	5	6	1	2	3	4	5	6
0130	Sharing findings of current research with other staff members.	0	1	2	3	4	5	6	1	2	3	4	5	6

ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

☐☐☐ – ☐☐☐☐ *County* *District*

Name of School or District

Address *City* *Zip*

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:

MISSION

A quality school has a sense of mission. It sets its own educational goals which become the focus of the instructional program. Periodically student performance is measured against curriculum objectives to determine if students are learning. The community, the school staff, and students all generally understand what the school is trying to do because its mission and goals are clearly stated and visible. They all believe the goals can be reached and work together to reach these goals.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

Board and school personnel show commitment to the school's mission by:

CODE	ITEMS	UNDECIDED	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT
0201	Clearly explaining the school's purpose to students, staff, parents, and community.	0	1	2	3	4	5	6	1	2	3	4	5	6
0202	Setting school district policies which support the school's purpose.	0	1	2	3	4	5	6	1	2	3	4	5	6
0203	Clearly explaining the school's policies to students, staff, parents, and community.	0	1	2	3	4	5	6	1	2	3	4	5	6
0204	Writing clear statements which explain the purpose of the instructional program.	0	1	2	3	4	5	6	1	2	3	4	5	6
0205	Providing a curriculum that meets the school's purpose.	0	1	2	3	4	5	6	1	2	3	4	5	6
0206	Making program and budget decisions based on the academic successes of the students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0207	Frequently evaluating the curriculum to see if it is meeting the school's purpose.	0	1	2	3	4	5	6	1	2	3	4	5	6
0208	Using community opinions in setting the school's curriculum and programs.	0	1	2	3	4	5	6	1	2	3	4	5	6
0209	Seeking community support for the school's mission and program.	0	1	2	3	4	5	6	1	2	3	4	5	6
0210	Creating visible and nonthreatening ways to regularly review the school's mission.	0	1	2	3	4	5	6	1	2	3	4	5	6
0211	Practicing fair and objective governing and decision-making procedures.	0	1	2	3	4	5	6	1	2	3	4	5	6
0212	Reviewing school board goals often.	0	1	2	3	4	5	6	1	2	3	4	5	6
0213	Being proud of the school's and students' successes.	0	1	2	3	4	5	6	1	2	3	4	5	6
0214	Believing that "We are an effective school."	0	1	2	3	4	5	6	1	2	3	4	5	6
0215	Planning special events to fit into the total instructional program.	0	1	2	3	4	5	6	1	2	3	4	5	6

ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County ___ District ___

Name of School or District

Address City Zip

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:
EXPECTATIONS

In a quality school, both staff and students are expected to do their best work in everything they do. This affects the learning climate of the school. Teachers have confidence in their ability to teach and in the students' ability to learn. When high expectations are evident, all members of the school system know what is expected of them. Administrators know what parents, teachers, and students expect them to do. Teachers know what they are expected to teach. Students know what they are expected to learn. Parents know what is expected of them and their children.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

School personnel demonstrate their expectations by:

CODE	ITEMS	A: UNDECIDED	A: NONE	A: VERY LITTLE	A: LITTLE	A: SOME	A: CONSIDERABLE	A: VERY GREAT	B: NONE	B: VERY LITTLE	B: LITTLE	B: SOME	B: CONSIDERABLE	B: VERY GREAT
0301	Believing that students will do their best work.	0	1	2	3	4	5	6	1	2	3	4	5	6
0302	Helping students to develop their abilities to their highest potential.	0	1	2	3	4	5	6	1	2	3	4	5	6
0303	Believing that students can succeed.	0	1	2	3	4	5	6	1	2	3	4	5	6
0304	Seeking opportunities to praise all students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0305	Letting students and parents know that high achievement is expected of students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0306	Stressing the importance of educational achievement to parents and students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0307	Requiring students to behave.	0	1	2	3	4	5	6	1	2	3	4	5	6
0308	Encouraging parents to support the educational process at home and at school.	0	1	2	3	4	5	6	1	2	3	4	5	6
0309	Praising low-achieving students as much and as often as high-achieving students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0310	Rewarding good student work through recognition.	0	1	2	3	4	5	6	1	2	3	4	5	6
0311	Featuring student accomplishments in the school or community newspaper.	0	1	2	3	4	5	6	1	2	3	4	5	6
0312	Trying new teaching methods and materials when students are not learning.	0	1	2	3	4	5	6	1	2	3	4	5	6
0313	Performing all tasks to the best of their professional abilities.	0	1	2	3	4	5	6	1	2	3	4	5	6
0314	Providing growth opportunities for each other.	0	1	2	3	4	5	6	1	2	3	4	5	6
0315	Seeking opportunities to increase professional knowledge and skill.	0	1	2	3	4	5	6	1	2	3	4	5	6

ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County – District

Name of School or District

Address *City* *Zip*

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:

TIME ON TASK

The phrase time on task describes times during the school day when teachers and students are busy in successful teaching and learning activities. Time that can be used for academic learning is cut down by noninstructional activities such as making announcements, collecting lunch money, taking attendance, taking part in recess, study hall, and nonacademic classes. Spending more time on teaching and learning raises the likelihood that students will learn.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

School personnel show concern for time on task by:

CODE	ITEMS	UNDECIDED	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT
0401	Believing that more time spent on academic tasks will help students to learn more.	0	1	2	3	4	5	6	1	2	3	4	5	6
0402	Carefully planning and scheduling both academic and transitional activities.	0	1	2	3	4	5	6	1	2	3	4	5	6
0403	Scheduling most of the school day for learning activities.	0	1	2	3	4	5	6	1	2	3	4	5	6
0404	Encouraging teachers and students to use time wisely and well.	0	1	2	3	4	5	6	1	2	3	4	5	6
0405	Organizing administrative duties so they take as little time as possible.	0	1	2	3	4	5	6	1	2	3	4	5	6
0406	Minimizing the number of interruptions allowed during academic learning periods.	0	1	2	3	4	5	6	1	2	3	4	5	6
0407	Minimizing disruptive activity in the classroom or hallways.	0	1	2	3	4	5	6	1	2	3	4	5	6
0408	Acting on behavior problems without distracting from academic learning time.	0	1	2	3	4	5	6	1	2	3	4	5	6
0409	Using only a small part of class time for nonacademic tasks.	0	1	2	3	4	5	6	1	2	3	4	5	6
0410	Starting and ending class periods on time.	0	1	2	3	4	5	6	1	2	3	4	5	6
0411	Planning systematic lessons for learning activities.	0	1	2	3	4	5	6	1	2	3	4	5	6
0412	Using a variety of teaching styles and techniques.	0	1	2	3	4	5	6	1	2	3	4	5	6
0413	Promoting questions and answers in academic classroom discussions.	0	1	2	3	4	5	6	1	2	3	4	5	6
0414	Collecting homework and grading tests during academic class time only as a learning activity.	0	1	2	3	4	5	6	1	2	3	4	5	6
0415	Using field trips, assembly programs, and audio-visual materials only when well planned and appropriate to a learning activity.	0	1	2	3	4	5	6	1	2	3	4	5	6
0416	Making sure that students are really working on academic tasks during school.	0	1	2	3	4	5	6	1	2	3	4	5	6
0417	Providing incentives for students to be in school.	0	1	2	3	4	5	6	1	2	3	4	5	6

ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County ___ – District ___

Name of School or District

Address *City* *Zip*

- ☐ Board Member
- ☐ Administrator
- ☐ Teacher
- ☐ Student
- ☐ Parent
- ☐ Community Member (non-parent)
- ☐ Other

CHARACTERISTIC:

MONITORING

Monitoring means observing and checking student progress. In quality schools, monitoring occurs often to make sure students are learning what is being taught. Teachers monitor by observing student behavior, calling on students in class, sending students to the chalkboard, giving tests, checking homework, and other evaluative activities. Parents monitor by overseeing homework, checking test scores, asking their children about school, and talking often with teachers. Monitoring is most meaningful and relevant when it occurs frequently and provides immediate feedback. In this way, teachers, students, and parents know whether or not students are reaching educational goals.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

School personnel practice proper monitoring by:

CODE	ITEMS	A: UNDECIDED	A: NONE	A: VERY LITTLE	A: LITTLE	A: SOME	A: CONSIDERABLE	A: VERY GREAT	B: NONE	B: VERY LITTLE	B: LITTLE	B: SOME	B: CONSIDERABLE	B: VERY GREAT
0501	Measuring the curriculum being offered against student achievement.	0	1	2	3	4	5	6	1	2	3	4	5	6
0502	Measuring what they teach.	0	1	2	3	4	5	6	1	2	3	4	5	6
0503	Using a fair, easily understood system of student accountability for work done.	0	1	2	3	4	5	6	1	2	3	4	5	6
0504	Using a variety of appropriate measuring techniques (e.g., teacher-made or standardized tests, question-answer discussions, one-on-one discussions).	0	1	2	3	4	5	6	1	2	3	4	5	6
0505	Measuring student progress often.	0	1	2	3	4	5	6	1	2	3	4	5	6
0506	Using test scores to set priorities and make decisions about student learning.	0	1	2	3	4	5	6	1	2	3	4	5	6
0507	Comparing actual test scores to expected scores or to a standard.	0	1	2	3	4	5	6	1	2	3	4	5	6
0508	Using tests to determine student's present performance level.	0	1	2	3	4	5	6	1	2	3	4	5	6
0509	Using test scores to assist student learning.	0	1	2	3	4	5	6	1	2	3	4	5	6
0510	Providing immediate test results to students and parents.	0	1	2	3	4	5	6	1	2	3	4	5	6
0511	Allowing a reasonable amount of learning time before asking students to demonstrate what they have learned.	0	1	2	3	4	5	6	1	2	3	4	5	6
0512	Deciding which concepts and skills a student has mastered and which ones require more teaching.	0	1	2	3	4	5	6	1	2	3	4	5	6
0513	Requiring students to master easy basic content before proceeding to harder abstract content.	0	1	2	3	4	5	6	1	2	3	4	5	6
0514	Adjusting the content of the next lesson based on what the student has learned in this lesson.	0	1	2	3	4	5	6	1	2	3	4	5	6

(Continued next page)

ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County ___ District ___

Name of School or District

Address *City* *Zip*

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:

MONITORING

Monitoring means observing and checking student progress. In quality schools, monitoring occurs often to make sure students are learning what is being taught. Teachers monitor by observing student behavior, calling on students in class, sending students to the chalkboard, giving tests, checking homework, and other evaluative activities. Parents monitor by overseeing homework, checking test scores, asking their children about school, and talking often with teachers. Monitoring is most meaningful and relevant when it occurs frequently and provides immediate feedback. In this way, teachers, students, and parents know whether or not students are reaching educational goals.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

School personnel practice proper monitoring by:

CODE	ITEMS	A: UNDECIDED	A: NONE	A: VERY LITTLE	A: LITTLE	A: SOME	A: CONSIDERABLE	A: VERY GREAT	B: NONE	B: VERY LITTLE	B: LITTLE	B: SOME	B: CONSIDERABLE	B: VERY GREAT
0515	Judging when to reteach or end the lesson because students do not have enough background for good understanding.	0	1	2	3	4	5	6	1	2	3	4	5	6
0516	Using reward, acceptance, and reinforcement rather than punishment, rejection, and fear of failure.	0	1	2	3	4	5	6	1	2	3	4	5	6
0517	Reporting student progress to parents often.	0	1	2	3	4	5	6	1	2	3	4	5	6
0518	Questioning students about using their study time wisely.	0	1	2	3	4	5	6	1	2	3	4	5	6
0519	Questioning parents about students' study habits and use of study time.	0	1	2	3	4	5	6	1	2	3	4	5	6
0520	Suggesting ways that parents can help their children to learn.	0	1	2	3	4	5	6	1	2	3	4	5	6

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ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County – District

Name of School or District

Address City Zip

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:

BASIC SKILLS

Recent social and technological trends have made it necessary for the traditional concept of basic skills to include more than the familiar three R's. The basic curriculum needs to expand to include language arts (particularly reading), mathematics, written and oral communication, social studies, science, and computer science. These are the framework for training students in higher level skills of comprehension, cognition, and creativity. Therefore, teaching basic skills means preparing students to be life-time learners.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

Students show they are learning basic skills by:

CODE	ITEMS	A: UNDECIDED	A: NONE	A: VERY LITTLE	A: LITTLE	A: SOME	A: CONSIDERABLE	A: VERY GREAT	B: NONE	B: VERY LITTLE	B: LITTLE	B: SOME	B: CONSIDERABLE	B: VERY GREAT
0601	Recognizing the importance of basic skills in life-long learning.	0	1	2	3	4	5	6	1	2	3	4	5	6
0602	Developing higher levels of thinking ability.	0	1	2	3	4	5	6	1	2	3	4	5	6
0603	Acquiring new ideas through listening.	0	1	2	3	4	5	6	1	2	3	4	5	6
0604	Expressing ideas clearly through speaking.	0	1	2	3	4	5	6	1	2	3	4	5	6
0605	Using basic skills as part of each subject area.	0	1	2	3	4	5	6	1	2	3	4	5	6
0606	Practicing basic skills through everyday use, not just in the classroom.	0	1	2	3	4	5	6	1	2	3	4	5	6
0607	Demonstrating that they comprehend what they read by being able to either summarize or restate the ideas from the printed page.	0	1	2	3	4	5	6	1	2	3	4	5	6
0608	Acquiring new ideas through use of the basic skills.	0	1	2	3	4	5	6	1	2	3	4	5	6
0609	Expressing ideas in a clear, organized manner.	0	1	2	3	4	5	6	1	2	3	4	5	6
0610	Performing basic arithmetical operations.	0	1	2	3	4	5	6	1	2	3	4	5	6
0611	Applying the mathematical concepts which they have learned.	0	1	2	3	4	5	6	1	2	3	4	5	6
0612	Applying basic skills and processes to problem solving.	0	1	2	3	4	5	6	1	2	3	4	5	6
0613	Using symbols, charts, and other abstractions.	0	1	2	3	4	5	6	1	2	3	4	5	6
0614	Demonstrating that they understand the computer by using it.	0	1	2	3	4	5	6	1	2	3	4	5	6

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ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County ☐☐☐ – District ☐☐☐☐

Name of School or District

Address *City* *Zip*

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:

BASIC SKILLS

Recent social and technological trends have made it necessary for the traditional concept of basic skills to include more than the familiar three R's. The basic curriculum needs to expand to include language arts (particularly reading), mathematics, written and oral communication, social studies, science, and computer science. These are the framework for training students in higher level skills of comprehension, cognition, and creativity. Therefore, teaching basic skills means preparing students to be life-time learners.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

Students show they are learning basic skills by:

CODE	ITEMS	UNDECIDED	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT
0615	Participating in the creation and/or performance of the arts.	0	1	2	3	4	5	6	1	2	3	4	5	6
0616	Demonstrating knowledge of various cultures, eras, and ideas.	0	1	2	3	4	5	6	1	2	3	4	5	6
0617	Practicing responsible citizenship at school and in the community.	0	1	2	3	4	5	6	1	2	3	4	5	6
0618	Demonstrating an understanding of physical development and healthful living.	0	1	2	3	4	5	6	1	2	3	4	5	6
0619	Developing good organizational skills.	0	1	2	3	4	5	6	1	2	3	4	5	6
0620	Developing good study habits.	0	1	2	3	4	5	6	1	2	3	4	5	6
0621	Considering career choices and valuing the importance of work.	0	1	2	3	4	5	6	1	2	3	4	5	6
0622	Completing school with demonstrated skill in using written and spoken English.	0	1	2	3	4	5	6	1	2	3	4	5	6

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(Scales A and B)

County — District

Name of School or District

Address *City* *Zip*

- ☐ Board Member
- ☐ Administrator
- ☐ Teacher
- ☐ Student
- ☐ Parent
- ☐ Community Member (non-parent)
- ☐ Other

CHARACTERISTIC:

CLIMATE

The environment that the school creates for learning is called climate. Climate includes factors which influence how people relate to each other and how they get their work done. It also includes physical facilities, such as buildings and work surroundings. The climate of the school in which students succeed provides a structured learning environment with a strong emphasis on achievement. Decision making is clear and consistent. People know what is expected of them and perform their duties. In general, the atmosphere of the quality school reflects cooperation, trust, positiveness, and orderliness.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

School personnel create a positive learning climate by:

CODE	ITEMS	A: UNDECIDED	A: NONE	A: VERY LITTLE	A: LITTLE	A: SOME	A: CONSIDERABLE	A: VERY GREAT	B: NONE	B: VERY LITTLE	B: LITTLE	B: SOME	B: CONSIDERABLE	B: VERY GREAT
0701	Working from clear and visible learning objectives.	0	1	2	3	4	5	6	1	2	3	4	5	6
0702	Showing strong leadership qualities.	0	1	2	3	4	5	6	1	2	3	4	5	6
0703	Showing that they clearly understand expectations and goals of the school and community.	0	1	2	3	4	5	6	1	2	3	4	5	6
0704	Creating organized settings for all learning activities.	0	1	2	3	4	5	6	1	2	3	4	5	6
0705	Planning activities which help students focus on material being learned.	0	1	2	3	4	5	6	1	2	3	4	5	6
0706	Helping students see the relationship between what has already been learned and the lesson to follow.	0	1	2	3	4	5	6	1	2	3	4	5	6
0707	Teaching students about the value of education.	0	1	2	3	4	5	6	1	2	3	4	5	6
0708	Providing opportunities for students to work together in small groups.	0	1	2	3	4	5	6	1	2	3	4	5	6
0709	Emphasizing student achievement for all curriculum areas.	0	1	2	3	4	5	6	1	2	3	4	5	6
0710	Encouraging student-to-student discussion as a classroom activity.	0	1	2	3	4	5	6	1	2	3	4	5	6
0711	Insisting on orderliness throughout the school.	0	1	2	3	4	5	6	1	2	3	4	5	6
0712	Disciplining the student's behavior, rather than the student.	0	1	2	3	4	5	6	1	2	3	4	5	6
0713	Listening to students' opinions and needs.	0	1	2	3	4	5	6	1	2	3	4	5	6
0714	Believing in students' ability to learn.	0	1	2	3	4	5	6	1	2	3	4	5	6
0715	Asking thought-provoking questions which stimulate students' creativity and critical thinking.	0	1	2	3	4	5	6	1	2	3	4	5	6

(Continued next page)

ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County ☐☐☐ – District ☐☐☐☐

Name of School or District

Address *City* *Zip*

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:

CLIMATE

The environment that the school creates for learning is called climate. Climate includes factors which influence how people relate to each other and how they get their work done. It also includes physical facilities, such as buildings and work surroundings. The climate of the school in which students succeed provides a structured learning environment with a strong emphasis on achievement. Decision making is clear and consistent. People know what is expected of them and perform their duties. In general, the atmosphere of the quality school reflects cooperation, trust, positiveness, and orderliness.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

School personnel create a positive learning climate by:

CODE	ITEMS	UNDECIDED	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT
0716	Encouraging students to ask and answer such questions as "How can I apply what I learn to everyday life?"	0	1	2	3	4	5	6	1	2	3	4	5	6
0717	Setting a positive example for students to follow.	0	1	2	3	4	5	6	1	2	3	4	5	6
0718	Maintaining high morale.	0	1	2	3	4	5	6	1	2	3	4	5	6
0719	Providing an environment that causes students to like to come to school.	0	1	2	3	4	5	6	1	2	3	4	5	6
0720	Keeping school property free of graffiti, vandalism, incomplete repairs.	0	1	2	3	4	5	6	1	2	3	4	5	6
0721	Frequently praising students and colleagues for jobs well done.	0	1	2	3	4	5	6	1	2	3	4	5	6
0722	Showing mutual respect for others in spite of what they do.	0	1	2	3	4	5	6	1	2	3	4	5	6
0723	Enjoying their work at this school.	0	1	2	3	4	5	6	1	2	3	4	5	6

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ILLINOIS QUALITY SCHOOLS INDEX
(Scales A and B)

County ___ – District ___

Name of School or District

Address *City* *Zip*

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

CHARACTERISTIC:

PARENT/COMMUNITY PARTICIPATION

Parents and community members are the foundation of quality schools. Their active participation in the school's operation and in students' learning is shown by their efforts to establish a positive home environment, to keep informed about and involved in school goals and programs, and to be supportive of the school. Parents and community have high expectations for administrators, staff, and students. They realize that education will be more meaningful if everyone cares about, and works together for, the students.

SCALE A. Rate the extent to which your school demonstrates this characteristic by circling the appropriate number from a column below.

SCALE B. Rate the importance of this characteristic to quality schooling by circling the appropriate number from a column below.

Parents and community members show commitment to the schools by:

CODE	ITEMS	UNDECIDED	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT	NONE	VERY LITTLE	LITTLE	SOME	CONSIDERABLE	VERY GREAT
0801	Showing interest in the quality of education.	0	1	2	3	4	5	6	1	2	3	4	5	6
0802	Keeping informed about school goals and programs.	0	1	2	3	4	5	6	1	2	3	4	5	6
0803	Supporting the schools financially.	0	1	2	3	4	5	6	1	2	3	4	5	6
0804	Expecting quality performance from school personnel and students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0805	Accepting responsibility for helping students to learn.	0	1	2	3	4	5	6	1	2	3	4	5	6
0806	Serving on advisory committees, study groups, etc., to assist in school planning.	0	1	2	3	4	5	6	1	2	3	4	5	6
0807	Participating in the school through P.T.A., community education groups, volunteer programs, tutoring programs, and other activities.	0	1	2	3	4	5	6	1	2	3	4	5	6
0808	Promoting cooperation between the school and civic organizations, such as, Big Brother/Big Sister, JayCees, women's groups, etc.	0	1	2	3	4	5	6	1	2	3	4	5	6
0809	Participating in training programs offered in the school which teach how to help their children to learn.	0	1	2	3	4	5	6	1	2	3	4	5	6
0810	Participating as volunteers in the instructional setting.	0	1	2	3	4	5	6	1	2	3	4	5	6
0811	Offering work-study, community services, and other learning experiences for students.	0	1	2	3	4	5	6	1	2	3	4	5	6
0812	Visiting the school often.	0	1	2	3	4	5	6	1	2	3	4	5	6
0813	Talking to their children about school.	0	1	2	3	4	5	6	1	2	3	4	5	6
0814	Accepting invitations to make presentations in the school or classroom.	0	1	2	3	4	5	6	1	2	3	4	5	6
0815	Communicating openly with school personnel.	0	1	2	3	4	5	6	1	2	3	4	5	6
0816	Establishing a good learning environment in the home.	0	1	2	3	4	5	6	1	2	3	4	5	6

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V. SUMMARY

By voluntary participation in the IQSI process, a school has an opportunity and a challenge to improve educational quality. A school and/or district which completes the Illinois Quality Schools Index has moved closer to excellence by surveying the current operation and planning appropriate school improvements. Applying the indicators from the Illinois Quality Schools Index to actual practice is a ready-made formula for quality education. Even a school with a high level of effectiveness can benefit from using the IQSI because, to quote Ronald Edmonds, "Beyond effectiveness is excellence." The constant seeking of quality leads ultimately to success.

The *success of the IQSI* depends on:

- Commitment to planning for quality school improvements;
- A well-organized coordinator who possesses group process, planning, and management skills;
- A clear-cut rationale for undertaking the process;
- Clearly defined roles for all participants in the process;
- Realistic timelines for completing the process;
- Willingness to act on the results of the process;
- Financial commitment for costs incurred (substitute pay if teacher release time is needed; outside consultant fees, if needed; duplicating materials; refreshments at meetings; and other incidentals).

The Illinois State Board of Education offers assistance to schools undertaking the IQSI and school improvement efforts. Services include:

- Technical assistance prior to, during, and after the process,
- Data processing of the survey instruments,
- Computer-generated graphs and tables of survey results,
- Resource materials on the effective schools research.

These services are available from:

Illinois State Board of Education
Program Planning and Development (N-242)
100 North First Street
Springfield, Illinois 62777
217/782-2826

APPENDICES

SUGGESTED STRATEGIES FOR SELECTING AN IQSI COMMITTEE

The school administration and/or IQSI coordinator may use several methods for selecting the IQSI Committee. These methods are optional because some school districts may not have to consider a method of selection. For example, a small staff may be included on the committee automatically. Selection strategies and their advantages and disadvantages are outlined below. These approaches, or combinations of them, may be helpful.

Direct Control Strategy

Description:	Individuals known to the selector(s) are identified and appointed.
Advantages:	Careful consideration can guarantee an articulate committee which will come to early consensus. Known opinion leaders or "good" committee members can be appointed.
Disadvantages:	Committee consensus may not reflect community consensus. Persons reflecting views of the selector(s) may be appointed.

Indirect Control Strategy

Description:	Selector(s) draft a set of criteria which act as the final authority on the selection process.
Advantages:	Chance for broad-based representation is increased. Selection procedure is publicly defensible. Selection process is somewhat more objective. Known opinion leaders may be selected if they meet specified criteria. Selector(s) have less control over committee composition.
Disadvantages:	Personal opinion of selector(s) may influence the selection of individuals, all of whom meet the specified criteria.

Random Selection Strategy

Description:	Each member of the community is given an equal likelihood of selection. Members are randomly selected to represent pre-specified constituencies.
Advantages:	A "pure" cross-section of the community is more likely to be obtained. This strategy is the most publicly defensible.
Disadvantages:	Known opinion leaders may not appear on committee. Selector(s) have no control over committee composition. Implementing the random selection requires more effort by the selector(s). Initial commitment from those selected must be won.

Unstructured Selection Strategy

Description:	Participation on the committee is by open invitation to the community.
Advantages:	Total community involvement is possible. Strategy is publicly defensible. Dissemination is accomplished rapidly.
Disadvantages:	Lack of numerical limit on committee size makes management, communication, and consensus difficult to achieve. Committee membership is unstable and continuity is difficult to maintain. Large groups tend to become forums, rather than working committees.

APPENDIX B

MANUALLY COMPUTING RESULTS

Compute Average Ratings for Scale A — Demonstration (Mean = $\bar{x}_A$)

Scale A has a zero (0) column followed by a rating scale of one (1) to six (6). The zero (0) column will be reported as the frequency that respondents selected that column.

To calculate the frequency of respondents selecting zero (0 = undecided):

1. Sum or count the number of respondents circling zero (0). Sum = _____

The remaining columns of Scale A are reported as averages ($\bar{x}$). To calculate the averages for each item on Scale A:

2. Count the number of respondents. (n) = _____
3. Sum the ratings on the first item (0101) for n. Sum = _____
4. Divide the sum by n and round the answer to the nearest tenth. $\bar{x}_A$ = _____
5. Repeat Steps 3 and 4 for each item on an instrument.

Compute the Average Ratings for Scale B — Importance (Mean = $\bar{x}_B$)

Scale B does not have a zero (0), therefore repeat Steps 2 through 4.

Computing the Difference between Means

After computing the means ($\bar{x}$) for each item on each scale, subtract the mean of Scale A from the mean of Scale B to compute the difference for each item (Difference = $\bar{x}_B - \bar{x}_A$).

An analysis of these scores answers the question:

What is the magnitude of difference between ratings on Scale A and Scale B?

> The Data Report Form on the next page may be duplicated and used for recording the computations of the items. The required number of copies depends on the number of characteristics and indicators surveyed.

NOTE: Use this form only if not using ISBE data processing.

LEGEND	
0100 Leadership	0600 Basic Skills
0200 Mission	0700 Climate
0300 Expectations	0800 Parent/Community Participation
0400 Time on Task	
0500 Monitoring	

ILLINOIS QUALITY SCHOOLS INDEX

Data Report Form for Scales A and B

_____

Name of School or District

Purpose: This form is to be used as a worksheet in manual computation of the IQSI surveys. Further explanation appears in the IQSI Manual.

CODE	ITEMS	SCALE A Demonstration of Item				SCALE B Importance of Item			
		NUMBER OF UNDECIDED RESPONSES-- Count of Undecided (Zero) Responses to Item Number	NUMBER OF RESPONSES-- Count of Responses to Item Number	SUM OF RATINGS-- Sum of Ratings for Item Number	AVERAGE RATING-- Sum of All Ratings for Item Number Divided by Count of Responses to Item Number	NUMBER OF RESPONSES-- Count of Responses to Item Number	SUM OF RATINGS-- Sum of Ratings for Item Number	AVERAGE RATING-- Sum of All Ratings for Item Number Divided by Count of Responses to Item Number	MEAN DIFFERENCE-- Scale B Average Rating Minus Scale A Average Rating

Interpretation without Computer Graphs

The section of the manual on *Interpretation of Results* also applies to these data. The difference here is a table of averages rather than a graph of averages.

Using the Data Report Form (completed by the coordinator from the previous page), the committee should find the answers to the following questions:

1. Are the means for Scale A at the high, middle, or low end of the scale?

2. Are the means for Scale B at the high, middle, or low end of the scale?

3. Are the means for Scale A higher or lower than the means for Scale B?

4. Which items have the greatest mean difference between Scale A and Scale B?

As the magnitude of the difference between the means increases, so does the disagreement between what the school is perceived as doing and the importance of doing it. This difference should be a major indication for selecting an item for the final list.

When the importance of the item (Scale B) is much higher than the perceived school demonstration (Scale A), one interpretation suggests a greater level of effort. If the importance of the item is lower than the perceived school action, a suggestion might be to reduce the level of effort in the school. See pages 13-14 for a more detailed discussion of interpreting results.

PRIORITY IDENTIFICATION

Coordinator's Directions for Using the Priority Identification Sheet

1. Enter the 25 items with the greatest mean difference (priorities identified from the complete interpretation of data) in the ITEMS column, listing the greatest difference first. Indicate the CODE numbers for the items in the spaces to the left of the ITEMS column.

2. Lead the committee in a discussion of these items and their importance. Encourage committee members to build support for particular items if they feel strongly about them. As a result of the discussion, some items on the list may be omitted and others may be added.

3. After finalizing the discussion, direct committee members to individually complete Scale C.

4. Following Meeting Two, send the sheets to ISBE for data processing *or* compute the results manually, using the Data Report Form for Scale C.

   Compute Average Ratings for Scale C — Emphasis (Mean = $\bar{x}_C$)

   To calculate the average for each item on Scale C:

   a. Count the number of respondents on that item. $n =$ _____
   b. Sum the ratings of the first item. Sum = _____
   c. Divide the sum by n and round to the nearest tenth. $\bar{x}_C =$ _____
   d. Repeat Steps b and c for each item on the sheet.

5. Record the number of the priority (1 to 10) in the PRIORITIES column.

6. Prepare a completed copy of the Data Report Form for Scale C for each person who will be involved in Meeting Three to identify the top priorities and to use in further discussion.

> The Priority Identification Sheet and the Data Report Form for Scale C on the following pages are to be duplicated, as needed, for rating and recording the Scale C data.

LEGEND	
0100 Leadership	0600 Basic Skills
0200 Mission	0700 Climate
0300 Expectations	0800 Parent/Community Participation
0400 Time on Task	
0500 Monitoring	

ILLINOIS QUALITY SCHOOLS INDEX

Priority Identification Sheet
(Scale C)

_____
Name of School or District

☐☐☐ – ☐☐☐☐
County *District*

☐ Board Member ☐ Parent
☐ Administrator ☐ Community Member (non-parent)
☐ Teacher
☐ Student ☐ Other

Instructions: Rate each of the statements under the ITEMS column from none (1) to very great (5). After completing all items, return this sheet to the coordinator. This rating will determine the final priorities for reporting at Meeting Three. A detailed explanation of this process appears in the IQSI Manual.

CODE	ITEMS	SCALE C. How much emphasis should be placed on developing strategies to address this item? NONE	VERY LITTLE	SOME	CONSIDERABLE	VERY GREAT
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
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		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

NOTE: Use this form only if not using ISBE data processing.

LEGEND	
0100 Leadership	0600 Basic Skills
0200 Mission	0700 Climate
0300 Expectations	0800 Parent/Community Participation
0400 Time on Task	
0500 Monitoring	

ILLINOIS QUALITY SCHOOLS INDEX

Data Report Form for Scale C

_____

Name of School or District

Purpose: This form is to be used as a worksheet in manual computation of the Priority Identification Sheet. Further explanation appears in the IQSI Manual.

CODE	ITEMS	TOTAL COMMITTEE RATING.. Sum of Ratings	NUMBER OF RESPONSES.. Count of Responses to Item Number	AVERAGE RATING OF COMMITTEE.. Sum of All Ratings for Item Divided by Number of Responses	PRIORITIES.. Highest Averages Ranked 1-10

PUBLIC RELATIONS EXAMPLES

Sample Press Release at Start of Process

(School Letterhead)

For Further Information:

Name, Title
District Name
Address
Telephone Number

FOR IMMEDIATE RELEASE:

(CITY) — The (NAME OF DISTRICT) has begun a process to improve the quality of schooling in the district. Using the Illinois Quality Schools Index developed by the Illinois State Board of Education, a committee of school and community persons will study the school's demonstration of effective schools' characteristics in such areas as instructional leadership of the principal, positive school climate, expectations about teachers' ability to teach and students' ability to learn, emphasis on the basic skills, amount of time spent in productive academic learning activities, systematic monitoring of student progress, school's sense of purpose and mission, and parent and community participation.

(NAME) is coordinating the work of committee members (NAMES). The committee plans to complete the process and report its findings to the board and community by (DATE). As (PERSON'S NAME/AFFILIATION) said, "The Illinois Quality Schools Index provides an opportunity for school persons and the community to meet and discuss a common interest — better education for our students."

As a result of the Illinois Quality Schools Index, (DISTRICT NAME) can continue to provide effective education in those areas determined to be effective already and to plan improvements in areas where changes are needed. Community involvement on the committee provides a viewpoint by persons external to the immediate school environment. The Index reveals respondents' perceptions about the school ranked against their opinions about the importance of specific effective schooling practices.

Sample Press Release after Meeting One

(School Letterhead)

For Further Information:

Name, Title
District Name
Address
Telephone Number

FOR IMMEDIATE RELEASE:

(CITY) — (DISTRICT/SCHOOL NAME) has completed the first phase of the Illinois Quality Schools Index, a process for improving the effectiveness of various schooling practices, developed by the Illinois State Board of Education. In a meeting held (DATE/LOCATION), a committee of school and community persons completed a series of surveys about characteristics of effective schools — leadership, mission, expectations, time on task, monitoring, basic skills, climate, and parent and community participation. The process measures respondents' perceptions of how well the school is demonstrating each characteristic and how important the characteristic is to education in the district.

(NAME) is coordinating the project. The committee plans to meet again next week (OR DATE) to determine priorities from the survey results and ways to use the information for improving the quality of education in the district. (NAME/AFFILIATION) commented that the Illinois Quality Schools Index "is merely the first step in a continucus process for developing or maintaining quality education in the district."

Sample Press Release at End of Process

(School Letterhead)

For Further Information:

Name, Title

District Name

Address

Telephone Number

FOR IMMEDIATE RELEASE:

(CITY)—(DISTRICT/SCHOOL NAME) recently completed the Illinois Quality Schools Index to improve the effectiveness of education within the district. The process, developed by the Illinois State Board of Education, involves school administrators, staff, parents, and community in examining their perceptions of schooling practices.

Several major national studies have focused attention on the need for quality schools. (DISTRICT NAME) responded to this national emphasis by participating in the Illinois Quality Schools Index. The Index itemizes eight characteristics of effective schools identified in nationwide research and case studies. A committee, composed of both school and community persons, looked at the district's performance and found (DISCUSS SPECIFIC RESULTS OF THE IQSI).

The district will use the results of the Illinois Quality Schools Index to improve school practices where needed and to continue those activities already working effectively. This internal assessment of the district reinforces a local commitment to quality education.

The coordinator of the project, (NAME), and the committee members, (NAMES), worked through the process in (LENGTH OF TIME) and reported their findings to the board of education at the (MONTH/DAY) meeting. Committee members, board members, school staff, and administrators can provide further details about the Illinois Quality Schools Index and the quality indicators evident in the district.

Sample Public Service Announcement

(Time: Approximately 30 seconds)

Quality education requires a commitment by everyone—school administration, staff, students, parents, and community. The (DISTRICT NAME) is using the Illinois Quality Schools Index to improve the district's effectiveness. The process involves school staff, parents, and community in a unified effort for school improvement. The findings of the study will be available publicly within the next few days (OR DATE). The (DISTRICT NAME) appreciates citizen interest and involvement in education.

APPENDIX E

MATERIALS FOR MEETINGS

Sample Letter to Participants

(District Letterhead)

Dear_____:

I am writing to confirm our recent conversation concerning your membership on an effective schools planning committee in our district. The 40-member committee will consist of school personnel, community members, board members, and students (OR LIST PARTICIPANTS).

For the committee's first project, we will look at (NAME OF SCHOOL OR DISTRICT) and identify indicators of effective schooling that presently exist in that building, those that need attention by school personnel, those that are working effectively, and those that are important to quality schools. We will use an instrument developed by the Illinois State Board of Education called the Illinois Quality Schools Index.

The complete process will require three meetings over four weeks (OR OTHER TIMELINES). The meeting schedule is:

Meeting One	(DATE/TIME) (LOCATION)
Meeting Two	(DATE/TIME) (LOCATION)
Meeting Three	(DATE/TIME) (LOCATION)

The results of the process will be submitted to the Superintendent for approval and then to the building's program improvement committee for implementation.

I have enclosed some information for you to use in preparation for the first meeting. Please become familiar with the process and purpose of the activity and the descriptions of the eight characteristics.

Thank you for agreeing to participate, and I will look forward to seeing you on (DATE). If you have questions about the process or conflicts with the meeting dates, please call (NUMBER).

Sincerely,

Enclosures

Note to Coordinator: Copies of pages 2-7, 11-12, and 61 from the manual are recommended enclosures to this letter.

ILLINOIS QUALITY SCHOOLS INDEX
COMMITTEE MEETING ONE

(Date/Time)
(Location)

AGENDA

I. Introductory Remarks

II. Committee's Role in the Process

III. Explanation of the IQSI Process/Instruments

IV. Discussion of Effective Schools' Characteristics

- A. Descriptions of Characteristics and Indicators on the Instruments
- B. Changes/Additions Resulting from Discussion

V. Completion of Instruments (Scale A and Scale B)

VI. Projected Activities

- A. Suggested Timelines for Completion of the IQSI Process
- A. Expectations for Meeting Two
- B. Use of the IQSI Results for Improvement Activities

ILLINOIS QUALITY SCHOOLS INDEX
COMMITTEE MEETING TWO

(Date/Time)
(Location)

AGENDA

I. Explanation of How to Read Graphs

II. Study and Interpretation of Graphs

III. Review and Discussion of Twenty-five Items on Priority Identification Sheet

IV. Addition or Deletion of Items as Result of Discussion

V. Rating of the 25 Items on the Priority Identification Sheet (Scale C)

VI. What to Expect at Meeting Three

ILLINOIS QUALITY SCHOOLS INDEX
COMMITTEE MEETING THREE

(Date/Time)
(Location)

AGENDA

I. Report of Final Priorities Identified from Meeting Two

II. Suggestions and Discussion on:

   A. Reasons the Items Received High Rating

   B. Strategies to Address Priorities

   C. Publicity for the IQSI Results and Improvement Activities

III. Recognition of the Committee for a Well-Completed Task

WALK 'N' TALK: A GETTING-STARTED ACTIVITY

The Coordinator may use this activity, modify it, or develop another structured experience as an "ice-breaker" for Meeting One.

Goals:

1. To provide opportunity for committee members to meet each other.
2. To familiarize committee members with the eight IQSI characteristics of effective schools.
3. To clarify possible indicators of quality schools on the IQSI instruments.

Materials:

1. Single sheets of paper with one characteristic listed at the top of the page, one sheet for each committee member.
2. Pens or pencils for each committee member.
3. Blackboard, newsprint, overhead transparencies, or other means of writing for a large group.

Time Required:

Variable time limit depending on the size of the committee, extent of discussion, and restrictions set by the coordinator.

Instructions:

1. Pass out a sheet of paper listing a characteristic to each committee member.
2. Ask each person to:
   a. Jot down on the paper their opinion of what this term means.
   b. Move around the room, interview 3-4 other people, recording their names and their definitions and comments about the term.
3. After sufficient time has elapsed, group the participants together according to the characteristics they were assigned (e.g., all Basic Skills together, all Climate together.)
4. See that each participant has a copy of the instrument from the IQSI manual (Section IV) which applies to each group.
5. Ask the group to:
   a. Pick a spokesperson.
   b. Discuss the definitions/comments they collected.
   c. Look for common elements among the various definitions and comments.
   d. Compare with the IQSI model.
   e. Use newsprint or other method to record key statements.
6. After sufficient time has elapsed, reconvene as a large group where the spokesperson from each group reports the elements of the characteristic which the group has identified.

Restrictions:

1. In order to create more interaction, participants may not give a definition to someone they are requesting a definition from (e.g., Jones may ask Smith to define Basic Skills, but Smith cannot ask Jones for a definition.)
2. A participant may not respond to another participant with the same characteristic (e.g., If Jones and Smith are both seeking definitions for Basic Skills, Jones cannot ask Smith for a response.)
3. Key phrases and concepts or examples rather than lengthy, wordy definitions make the activity more manageable.

Coordinator's Checklist for Meeting One

- ☐ Prepare agenda (see example in this Appendix).
- ☐ Confirm meeting site/facility.
- ☐ Send materials to participants in advance of meeting (if possible). Suggested mail-out would include:

  cover letter/memo (p. 60)
  descriptions (pp. 2-7)
  instruments (pp. 11-12)
  agenda (p. 61)

- ☐ Invite local school or community leaders to present keynote remarks, if possible.
- ☐ Prepare introductory remarks, charts, transparencies, or other presentation materials.
- ☐ Copy instruments from the manual (Section IV) for the characteristics to be assessed.
- ☐ Assemble pencils, note-taking paper, other supplies as needed for participants.
- ☐ Arrange for refreshments.
- ☐ Invite media or prepare press release.
- ☐ Start and end on time.
- ☐ _____
- ☐ _____

Other hints in administering the instruments:

- Facilitate the paper handling by packaging all materials for the committee in individual folders.
- Use verbal instructions in addition to the directions printed on the instruments.
- Emphasize the stem to each indicator which appears as a heading on the form.
- Make sure participants understand the process and reasons for completing Scale A *or* Scale B.
- Remind participants to fill in district name/address, county/district code, and their category (e.g., parent, student, teacher) on each survey.
- If one person asks a question about an item, explain for the benefit of all.
- Allow for longer time for participants completing Scale A than Scale B.
- Emphasize to respondents that these items refer to their observations, opinions, and perceptions about the school building or district.

Coordinator's Checklist for Meeting Two

- ☐ Prepare agenda (see example in this Appendix).
- ☐ Verify meeting date and site with participants.
- ☐ Check on facility arrangements.
- ☐ Study line graphs, bar graphs, summary tables provided by ISBE computer services to lead discussion.
- ☐ Prepare remarks, charts, transparencies, or other presentation materials.
- ☐ Complete the Priority Identification Sheet by typing in the 25 items with the greatest mean difference.
- ☐ Prepare copies of the Priority Identification Sheet (after filling in the top 25 items) for each participant.
- ☐ Prepare copies of each line graph for each participant. (Or the Data Report Form for Scales A and B if data were computed manually.)
- ☐ Prepare copies of each bar graph for each participant. (Or the Data Report Form for Scales A and B if data were computed manually.)
- ☐ Prepare copies of each instrument for each participant.
- ☐ Assemble pencils, note-taking paper, and other supplies as needed for participants.
- ☐ Arrange for refreshments.
- ☐ Invite media or prepare press release.
- ☐ Start and end on time.
- ☐ _____
- ☐ _____

Other hints:

- Facilitate the paper handling by packaging all materials for the committee in individual folders.
- Start with a graph that is simple, then proceed to those with wider discrepancy.
- Encourage discussion of items, but keep differences of opinion at a program, not a personal, level.
- Arbitrate differences of opinion with a consensus vote.
- Explain the Priority Identification Sheet as a form for rating 25 items in Meeting Two and for reporting the top ten priorities in Meeting Three.
- Make two copies of the Priority Identification Sheet for each participant, one copy to use for rating on Scale C and another to take home to prepare possible strategies for Meeting Three.

Coordinator's Checklist for Meeting Three

- ☐ Prepare agenda (see example in this Appendix).
- ☐ Verify meeting date and site with participants.
- ☐ Arrange for meeting facility.
- ☐ Prepare remarks, charts, transparencies, or other presentation materials.
- ☐ Prepare a copy of the computer print-out (or Data Report Form for Scale C) which indicates the final priorities tabulated from the Scale C committee ratings for each participant.
- ☐ Assemble pencils, note-taking paper, and other supplies as needed for participants.
- ☐ Invite a district administrator, board member, or other appropriate person to address the committee on "How are we going to use the IQSI results?" and to recognize the committee's work on the IQSI process.
- ☐ Prepare a list of public relations ideas for committee comments.
- ☐ Invite media or prepare a press release.
- ☐ Arrange for refreshments.
- ☐ Start and end on time.
- ☐ _____
- ☐ _____

Other hints:

OUTLINE FOR A PROGRAM PLAN

The following procedure is one method of developing a plan to address the IQSI priorities.

Goal: A general, outcome-oriented statement to address the priority.

Objectives:

Two or more time-specific, measurable statements which describe what will be done to meet the goal.

Activities:

Specific, action-oriented statements which describe what will be done to meet the objective. The following items may be considered when delineating activities.

Why is this activity necessary?

Who will implement this activity?

What materials and other resources will be needed?

What will this activity cost?

What are the timelines for completion?

How will this activity be evaluated?

EXAMPLE OF PLAN TO ADDRESS AN IQSI INDICATOR

School personnel demonstrate their *expectations* by:
0310 Rewarding good student work through recognition.

Goal: Students will receive recognition for positive efforts.

Objectives:

To increase teachers' awareness about positive reinforcement of students.

To increase parents' awareness about positive reinforcement of students.

To encourage students to praise their peers.

Activities:

1. Set up a "Student of the Week/Month" program.
2. Mail "Letters of Achievement" to students and parents.
3. Interview students for school or local newspaper feature articles.
4. Set aside a bulletin board for student accomplishments.
5. Develop a pamphlet for teachers and parents on ways to reinforce students.
6. Ask teachers/students: "Have you given someone a compliment today?"

Illinois
State Board of
Education

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Illinois State Board of Education

Donald G. Gill
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